

Boys Only - Girls Only!

Boys will be boys. Girls will be girls. That's why some public school districts want boys and girls at different schools. They are called single-sex schools.

Studies show that girls and boys don't learn the same way. Those studies show that girls learn math and science better without boys around. Boys do better in reading and the arts without girls around.

Not everyone believes single-sex education is a good idea. Some critics argue that grouping kids by sex is the same as grouping them by race.

"We know that separate does not always mean equal," said one critic of single-sex schools.

Some students prefer single-sex schools. One boy said he went to a co-ed, or mixed-sex, school until eighth grade. Now he attends an all-boys school.

"It's better because I don't have to do anything to impress girls," he said. "It doesn't take me long in the morning to get ready."

Many parents believe same-sex schools help their children. They also believe such schools are safer.

Many private schools are for girls or boys only. However, there are fewer than 100 public single-sex schools in the United States. That number is expected to rise because of new education laws.

"I couldn't imagine going to a single-sex school," one girl said. "Some of my best friends are guys."

Are single-sex public schools a good idea? Read both sides of the debate on the next page. Then decide for yourself.

Yes! Single Sex Schools Make the Grade.

Plain and simple, single sex schools lead to better education. After all, isn't that what schools are really all about?

Test scores tend to be higher at single-sex schools. Students at those schools focus on learning. They are not wasting time passing notes in class and trying to impress members of the opposite sex.

In single-sex schools, girls have a better chance to build leadership skills. They are also more likely to speak out and ask questions.

In single-sex schools, all students are equal. There is less peer pressure and less bullying. Both girls and boys have more freedom to explore their own interests and abilities.

No! Single Sex Schools Don't Fix Anything.

In the real world, men and women work together and live together. Boys and girls also need to interact with one another during their school years. That way, they will understand how to cope with one another as adults.

"I never got to hear the girls' point of view in my classes," said a student at an all-boys school. "In the real world, guys and girls have to learn from each other."

Single-sex schools are the result of a poor education system. At well-run mixed schools, girls can be just as successful as boys.

Single-sex schools divide students at a time when they should be on equal terms.

Name: _____ Date: _____

1. What reason is given for higher test scores in single sex schools?

- A Students in single-sex schools are more focused on learning.
- B Students in single-sex schools have better leadership skills.
- C Students in single-sex schools are the victims of a poor education.
- D Single-sex schools have less pressure and less bullying.

2. How does the author organize the information in this passage?

- A The author describes the benefits and drawbacks of co-ed schools.
- B The author presents evidence for both sides of an argument.
- C The author uses evidence to convince the reader of the importance of single-sex schools.
- D The author poses a problem and explains possible solutions.

3. Read the sentence:

“Some critics argue that grouping kids by sex is the same as grouping them by race.”

What does the author suggest about grouping kids by race?

- A Grouping kids by race is more harmful than group them by sex.
- B Grouping kids by race is less harmful than grouping them by sex.
- C Grouping kids by race is inherently negative.
- D Grouping kids by race has been generally positive.

4. The passage suggests which of the following about single-sex schools?

- A Some students do not want to attend single-sex schools.
- B Most parents are in favor of co-ed schools.
- C Single-sex schools are better for girls than they are for boys.
- D Single-sex schools are better only because they are private schools.

5. Read the sentences:

“In the real world, men and women work together and live together. Boys and girls also need to interact with one another during their school years. That way, they will understand how to **cope** with one another as adults.”

What word or phrase would best replace **cope** as used in the sentence?

- A arrange quickly
- B deal successfully
- C organize efficiently
- D argue verbally

6. What is the main idea of this passage?
- A Single-sex schools better educate students.
 - B Co-ed schools better educate students.
 - C Neither supporters of single-sex schools nor supporters of co-ed schools have good arguments.
 - D There are arguments in favor and against both single-sex and co-ed schools.

7. Choose the answer that best completes the sentence below.

In co-ed schools, girls and boys learn how to work together; _____, studies show that girls learn math and science better without boys around.

- A and
- B because
- C so
- D however

8. What evidence from the first ten paragraphs can be used to support the “Yes!” side that is not already used to support the “Yes!” side? Use at least three different pieces of evidence.

9. What are two arguments in favor of co-ed schools? Use evidence from the text to support your answer.

10. Consider the statement:

“Separation of groups is, by definition, bad for relationships between the groups.”

With which side of the argument would this person agree? Why?

Teacher Guide & Answers

Passage Reading Level: Lexile 690

Featured Text Structure: Argumentative – the writer presents evidence for both sides of an argument

Passage Summary: In “Boys Only—Girls Only!,” the author explains the current debate regarding single-sex schools. Then, the author provides evidence for, and then against, single-sex schools.

1. What reason is given for higher test scores in single sex schools?
 - A Students in single-sex schools are more focused on learning.**
 - B Students in single-sex schools have better leadership skills.
 - C Students in single-sex schools are the victims of a poor education.
 - D Single-sex schools have less pressure and less bullying.

2. How does the author organize the information in this passage?
 - A The author describes the benefits and drawbacks of co-ed schools.
 - B The author presents evidence for both sides of an argument.**
 - C The author uses evidence to convince the reader of the importance of single-sex schools.
 - D The author poses a problem and explains possible solutions.

3. Read the sentence:

“Some critics argue that grouping kids by sex is the same as grouping them by race.”

What does the author suggest about grouping kids by race?

 - A Grouping kids by race is more harmful than group them by sex.
 - B Grouping kids by race is less harmful than grouping them by sex.
 - C Grouping kids by race is inherently negative.**
 - D Grouping kids by race has been generally positive.

4. The passage suggests which of the following about single-sex schools?
 - A Some students do not want to attend single-sex schools.**
 - B Most parents are in favor of co-ed schools.
 - C Single-sex schools are better for girls than they are for boys.
 - D Single-sex schools are better only because they are private schools.

5. Read the sentences:

"In the real world, men and women work together and live together. Boys and girls also need to interact with one another during their school years. That way, they will understand how to **cope** with one another as adults."

What word or phrase would best replace **cope** as used in the sentence?

- A arrange quickly
- B deal successfully**
- C organize efficiently
- D argue verbally

6. What is the main idea of this passage?

- A Single-sex schools better educate students.
- B Co-ed schools better educate students.
- C Neither supporters of single-sex schools nor supporters of co-ed schools have good arguments.
- D There are arguments in favor and against both single-sex and co-ed schools.**

7. Choose the answer that best completes the sentence below.

In co-ed schools, girls and boys learn how to work together; _____, studies show that girls learn math and science better without boys around.

- A and
- B because
- C so
- D however**

8. What evidence from the first ten paragraphs can be used to support the "Yes!" side that is not already used to support the "Yes!" side? Use at least three different pieces of evidence.

Suggested answers:

- Studies show that girls and boys don't learn the same way. Those studies show that girls learn math and science better without boys around. Boys do better in reading and the arts without girls around.
- Some students prefer single-sex schools.
- A student's comment that, "it's better because I don't have to do anything to impress girls. It doesn't take me long in the morning to get ready."
- Many parents believe same-sex schools help their children. They also believe such schools are safer.

9. What are two arguments in favor of co-ed schools? Use evidence from the text to support your answer.

Suggested answer:

- Girls and boys will eventually have to work together, so they should begin learning how to do this in school.
- Girls should be just as successful as boys in a well-run school.
- Co-ed schools are more equal.

10. Consider the statement:

“Separation of groups is, by definition, bad for relationships between the groups.”

With which side of the argument would this person agree? Why?

Suggested answer: This person would agree with the side that says, “No! Single Sex Schools Don’t Fix Anything.” This person believes that separation is bad for relationships, so would agree that separation of the sexes is bad for relationships.